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ABSTRACT

This is the ninth in a series of biennial surveys of Texas public school teachers, which have been taken since 1980 to form a database of demographic information related to characteristics of Texas teachers. A computerized systematic sample of Texas teachers (N=599) was selected from a population of 100,000 members of the Texas State Teachers Association. The survey had a return rate of 51 percent (289 of 574) with 25 wrong/bad addresses. Results showed that the average teacher in Texas is a 45-year old female, makes a $33,134 salary, is married with a working spouse, has a bachelor's degree, is not the family breadwinner, teaches elementary school in an urban district, and has 16.7 years of experience. The survey also showed that 44 percent of the teachers are seriously considering leaving the profession. Thirty-six percent work in the summer making $3,035, and 30 percent moonlight during the regular school year making $4,505 while working 10.8 hours per week. The average teacher (84 percent) pays health insurance in the amount of $125.90. The average teacher believes that moonlighting is detrimental and would like to quit, likes the changes in the No Pass-No Play rule, and believes the quality of teaching is better than it was five years ago. Ten tables and figures and eight pages of teacher comments are appended. (Author/ND)

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ED 398 179

Texas Teachers, Moonlighting, and Morale: 1980-1996

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ABSTRACT

Texas Teachers, Moonlighting, and Morale: 1980-1996

This was the ninth in a series of biannual surveys of Texas public school teachers. The study began in 1980 to form a database of demographic information related to characteristics of Texas teachers. A sample of Texas teachers was selected using a computerized systematic sample from a population of 100,000 members of the Texas State Teachers Association. The 1996 survey was conducted in February when questionnaires were mailed to 599 teachers. The study had a return rate of 51% (289 of 574) with 25 wrong/bad addresses.

The average teacher in Texas is a 45 year-old female, making a $33,134 salary, married with a working spouse, has a bachelor's degree, is not the family breadwinner, teaches elementary school in a urban district, has 16.7 years of experience, with 44% of her fellow teachers seriously considering leaving the profession. Thirty-six percent work in the summer making $3035, and 30% moonlighting during the regular school year making $4505 while working 10.8 hours per week. The average teacher (84%) pays health insurance in the amount of $125.90. The teacher believes that moonlighting is detrimental and would like to quit, likes the changes in the No Pass-No Play rule, and believes the quality of teaching is better than five years ago.

Texas Teachers, Moonlighting, and Morale: 1980-1996

INTRODUCTION

This was the ninth in a series of biannual surveys of Texas public school teachers. The study[1] began in 1980 (Maddux, Henderson, and Darby, 1981) to form a database of demographic information related to characteristics of Texas teachers. A sample of Texas teachers was selected using a computerized systematic sample from a population of 100,000 members of the Texas State Teachers Association. The 1996 survey was conducted in February when questionnaires were mailed to 599 teachers. The study had a return rate of 51% (289 of 574) with 25 wrong/bad addresses.

INTEREST IN TEACHING

A survey indicated a jump in interest in teaching, which fell on hard times in the early 1980's after word got around that the only thing tougher than finding a teaching job was living on the salary. Enrollment in the nation's teaching programs rose by 61% between 1985 and 1989 according to the unpublished report by the American Association of Colleges for Teacher Education.[2] However most of the enrollment was still white, female students. Little progress was made in efforts to recruit men and minorities as classroom teachers according to the National Education Association. In 1991, well under a third (28%) were male and at the elementary level the figure was only 12%. The report also showed a significant racial imbalance. In 1991, 87% of all teachers were white, 8% were African-American, and 3% were Hispanic. Minority student enrollment, primarily African-American and Hispanics was 39%. The survey indicated that nearly 6 in 10 public school teachers (59%) say they would become teachers again.[3]

The US Department of Education report said that nearly 1 in 6 (17%) of the nations 2.4 million full time teachers hold another job during the school year. Only 5% of all US workers hold second jobs. The teachers in the USDOE survey said that moonlighting adversely affected teacher recruitment, job stress, and teacher efficacy.

A survey by Babbitt,[4] revealed that moonlighters were more likely to be male, somewhat younger, and had less full-time teaching experience than their non-moonlighting counter parts. Secondary school teachers were more likely to moonlight than elementary school teachers and there was no salary difference between school-year moonlighting and non-moonlighting teachers.

MORALE

The 1996 Texas Poll found that 71% of parents gave elementary schools an A or B and only 4% gave schools a F. Among parents of high school students, 60% gave schools an A or B, and also 4% graded them a F. A third said their children were getting high school educations inferior to their own. At the same time, though, more of those surveyed-10%-ranked education as the most important problem facing Texans, compared with 2% last fall. Crime was mentioned most often-21% up from 15% last fall-despite the fact that crime had been falling in most major categories the last few years. Sandy Kibby, legislative coordinator for the Texas Congress of Parents and Teachers indicated that parental involvement was a major key to improved education. She said,"We have found that when parents become involved with their students' education, that education improves."[5]

The nation's teachers were disenchanted with reform, were dissatisfied with their work conditions and feel left out of decision making, according to a nationwide poll of 21,389 elementary and secondary school teachers conducted by the Carnegie Foundation for Advancement of Teaching. An exodus of young, talented but dissatisfied teachers from the nation's classrooms are becoming a catastrophe for education in the United States, a survey of former teachers said.[6]

ANALYSIS OF SURVEY

Table 1 is the questionnaire mailed to the sample of Texas teachers. Table 2 shows the results of the questionnaires for the past 16 years. The teachers' salaries were up $2739 the past two years (9%). There was a $19,021 (135%) increase in salaries since 1980. The average age increased 6.9 years (18%) during the past 16 years. There was a 6% net drop (30% total) in the number of male teachers since 1980. The teaching experience was up 4.9 years (42%). Both the 30% of teachers moonlighting and the 10.8 hours worked per week are indicative of the general up and down numbers for the study. Moonlighting earnings were up $1705 (61%) for the 16 year study to an average of $4504.

Table 3 shows that 21% of the teachers gave money as a reason for seriously considering leaving the profession. Working conditions were given by 39%. Retirement jumped from 5% to 28% as a reason for leaving in the 16 year study. Table 4 indicates that 44% of moonlighting jobs were school related with tutoring being the most common. Sales/bookkeeping

jobs were down from 21% to 20%.

In a more detailed analysis (see Table 5), 53% of the males had summer jobs while only 33% of the females worked; 36% of the males moonlighted versus 29% of the females. The male teachers had 20.0 years of experience compared to 16.2 years for female teachers. The male teacher made $35,318 compared to the $32,772 for the female teacher. Forty percent of the single teachers moonlighted while 27% of the married teachers moonlight. There was a 14% difference in the males leaving (32%) and the females leaving (46%). Forty-four percent of the married and 45% of those not married teachers considered leaving. Thirty-five percent of men and 40% of women think teaching is better now than five years ago. One hundred percent of male teachers and 82% of female teacher have health insurance. Table 6 is the list of the typical moonlighting jobs done by teachers

SUMMARY

The average teacher in Texas is a 45 year-old female, making a $33,134 salary, married with a working spouse, has a bachelor's degree, is not the family breadwinner, teaches elementary school in a urban district, has 16.7 years of experience, with 44% of her fellow teachers seriously considering leaving the profession. Thirty-six percent work in the summer making $3035, and 30% moonlighting during the regular school year making $4505 while working 10.8 hours per week. The average teacher (84%) pays health insurance in the amount of $125.90. The teacher believes that moonlighting is detrimental and would like to quit, likes the changes in the No Pass-No Play rule, and believes the quality of teaching is better than five years ago. Figures 1, 2, 3,4 graphically show trends. A list of the actual teacher comments related to teaching, curriculum, preparation time, etc. is at the end of the paper.

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Table 1
TEACHERS, MOONLIGHTING, AND MORALE--1996

DIRECTIONS: Please circle or answer all items that apply to you. Add comments on the back if you wish.

1. What is your age? ..... Years_____
2. What is your sex? ..... Male Female
3. What is your marital status? ..... Married Single Other
4. If married, does your spouse work? ..... Yes No NA
5. What is your highest degree? ..... Bachelor Master Doctor
6. Are you the major bread winner in your household? ..... Yes No Equal
7. Are you pleased with the changes in the No Pass/No Play rule? ..... Yes No
8. Are you seriously considering leaving the teaching profession? ..... Yes No
   If yes, why are you considering leaving? ..... _____
9. In what type of district do you teach? ..... Urban Suburban Rural
10. What grade level do you primarily teach? K-5 6-8 9-12
11. How many years have you taught in the public schools? ..... Years_____
12. What is your current teaching salary per year? ..... $ _____
13. Do you have adequate time to prepare and teach? ..... Yes No
    If No, what changes could be made in the regular instructional day
    to provide more time to prepare and teach? (please write on the back)
14. How many hours per week spent outside of class on school related work? ..... Hours_____
15. Do you have health insurance with the school district? ..... Yes No
16. How much do you pay per month out-of-pocket for the health insurance? ..... $_____ None
17. How is the quality of teaching at my school compared to five years ago? ..... Better Worse Same
18. Is social promotion a serious problem at your school? ..... Yes No
    If Yes, circle on 1-10 scale (1= no problem, 10=very serious problem) 1 2 3 4 5 6 7 8 9 10
19. Do you have an extra job during the summer? ..... Yes No
20. How much extra do you earn during the summer? ..... $_____ None
21. Do you have an extra (moonlighting) job during the regular school year
    to supplement your teaching salary? ..... Yes No

If your answer to Question #21 is yes, please answer the following questions.

22. Do you feel that the quality of your teaching would improve if you
    did not have a second job during the regular school year? ..... Yes No
23. How much extra money do you earn during the regular school year? ..... $_____
24. How many hours per week during the regular school year do you spend
    working at the moonlighting job? ..... Hours_____
25. Would you quit the second job if your teaching salary would enable
    you to give up moonlighting during the school year? ..... Yes No
26. How large a raise in your teaching salary would you require to enable
    you to give up moonlighting during the regular school year? ..... $_____
27. What is your extra job during the school year? (Please give a job title
    such as bookkeeper, sales clerk, coach, bus driver, rancher, etc.) ..... _____

Table 2
SURVEY OF TEXAS PUBLIC SCHOOL TEACHERS

Characteristics	1980	1982	1984	1986	1988	1990	1992	1994	1996
Average Salary	$14,113	$17,351	$20,259	$24,601	$26,161	$26,838	$28,444	$30,395	$33,134
Average Age	38.6	39.2	41.2	41.3	43.0	42.5	43. 6	43.0	45.5
Sex: Male	20%	20%	15%	18%	16%	15%	17%	16%	14%
Female	80%	80%	85%	83%	84%	85%	83%	84%	86%
Married	77%	75%	75%	77%	73%	74%	73%	73%	76%
Spouse Works	70%	70%	66%	72%	67%	70%	73%	68%	76%
Degree: Bachelor	64%	63%	55%	50%	53%	53%	60%	57%	56%
Master	36%	37%	44%	49%	47%	47%	39%	42%	43%
Doctorate	0%	0%	1%	1%	0%	0%	1%	1%	1%
Major Breadwinner	40%	40%	40%	39%	43%	41%	46%	42%	42%
Consider Leaving	38%	37%	40%	42%	38%	45%	35%	38%	44%
Districts: Urban	41%	43%	43%	46%	38%	42%	41%	40%	40%
Suburban	33%	37%	39%	37%	40%	40%	37%	41%	39%
Rural	27%	20%	18%	17%	22%	18%	22%	19%	21%
Grade Taught: K-5	51%	50%	46%	52%	52%	51%	53%	47%	50%
6-8	20%	20%	24%	23%	23%	25%	27%	29%	21%
9-12	29%	30%	30%	26%	25%	24%	21%	24%	29%
Years Experience	11.8	12.1	13.7	14.3	15.4	14.9	14.4	14.8	16.7
Extra Job in Summer	30%	36%	34%	31%	29%	32%	30%	33%	36%
Summer Earnings	$1252	$2076	$2205	$1891	$2480	$2087	$2221	$2391	$3035
Moonlight	22%	29%	26%	23%	20%	21%	22%	23%	30%
Moonlight Detrimental	64%	69%	70%	50%	66%	61%	65%	73%	63%
Moonlight Earnings	$2799	$3189	$3615	$3522	$4627	$4329	$3552	$3533	$4504
Moonlight Hours Weekly	13.6	11.9	14.4	12.8	10.4	11.6	11.1	12.0	10.8
Quit Moonlighting	75%	75%	82%	61%	78%	73%	72%	78%	64%
Raise to Quit Moonlighting	$3399	$4750	$5000	$3921	$4914	$4891	$5167	$5597	$5893
No Pass--No Play (Changes)	*	*	*	55%	70%	78%	79%	77%	64%
Quality of Teaching: Better	*	*	*	*	37%	39%	43%	43%	39%
(Compared to Worse	*	*	*	*	14%	28%	28%	34%	30%
Five Years Ago) Same	*	*	*	*	49%	33%	29%	23%	31%
Health Insurance	*	*	*	*	*	82%	82%	78%	84%
Average Pay for Insurance	*	*	*	*	*	$108.22	$144.00	$149.90	$125.90
Social Promotion a Problem	*	*	*	*	*	*	*	*	54%
Hours Outside Classroom	*	*	*	*	*	*	*	*	12.1
Adequate Time to Prepare	*	*	*	*	*	*	*	*	41%

Note: Responses in percentages are a "YES" answer.
State Survey by: Dr. David L. Henderson (Sam Houston State University) and Travis W. Henderson (Windham School District) for the TSTA

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Table 3
REASONS FOR LEAVING

Reason	1980	1982	1984	1986	1988	1990	1992	1994	1996
Money	46%	50%	41%	17%	23%	24%	17%	25%	21%
Working Conditions •Stress •Burnout •Paperwork •Hassles	27%	24%	31%	68%	53%	57%	51%	44%	39%
Students •Discipline •Motivation •Academics	14%	13%	4%	3%	3%	2%	7%	15%	8%
Retiring	5%	6%	14%	12%	15%	13%	16%	9%	28%
Industry	3%	4%	6%	0%	3%	4%	4%	1%	1%
Others	5%	3%	6%	0%	3%	0%	5%	6%	3%

1980 Number Leaving (106); Reasons (140); 319 of 417 Returns (70%)
1982 Number Leaving (119); Reasons (140); 319 of 495 Returns (65%)
1984 Number Leaving (132); Reasons (138); 332 of 474 Returns (70%)
1986 Number Leaving (137); Reasons (133); 329 of 510 Returns (65%)
1988 Number Leaving (133); Reasons (163); 353 of 529 Returns (67%)
1990 Number Leaving (179); Reasons (248); 402 of 593 Returns (68%)
1992 Number Leaving (126); Reasons (157); 375 of 591 Returns (63%)
1994 Number Leaving (127); Reasons (160); 361 of 582 Returns (62%)
1996 Number Leaving (109); Reasons (117); 289 of 574 Returns (51%)

Table 4
MOONLIGHTING JOBS FOR TEACHERS

JOB TITLE	1980	1982	1984	1986	1988	1990	1992	1994	1996
School Related	37%	42%	34%	24%	41%	41%	51%	50%	44%
Services	19%	22%	28%	6%	12%	20%	25%	11%	19%
Sales/Bookkeeping	27%	25%	25%	44%	34%	14%	13%	21%	20%
Agriculture	5%	8%	6%	1%	5%	2%	0%	9%	9%
Music/Artistic	9%	3%	7%	15%	8%	11%	8%	9%	8%
No Comment	3%	0%	0%	10%	0%	12%	3%	0%	0%
Total Number Jobs	**64**	**78**	**101**	**71**	**76**	**82**	**71**	**76**	**75**

Table 5
DIFFERENCES IN TEACHERS--1996

MEN		WOMEN
47.5	Age	45.2
20.0	Years Experience	16.2
$35,318	Salary	$32,772
$103.00	Health Insurance	$130.20
$3782	Summer Job	$2817
$6715	Moonlighting Job	$4001
11.8	Hours Moonlighting	10.6
$7464	Raise to Quit	$5525

32% Men Considered Leaving
46% Women Considered Leaving

36% Men Moonlight
29% Women Moonlight

53% Men Have Summer Jobs
33% Women Have Summer Jobs

100% Men Have Health Insurance
82% Women Have Health Insurance

53% Men Pleased With Changes in No Pass/No Play
65% Women Pleased With Changes in No Pass/No Play

33% Married Have Summer Jobs
45% Not Married Have Summer Jobs

44% Married Considered Leaving
45% Not Married Considered Leaving

27% Married Moonlight
40% Not Married Moonlight

35% Men Think Teaching Better
32% Men Think Teaching Worse
33% Men Think Teaching Same

40% Women Think Teaching Better
29% Women Think Teaching Worse
31% Women Think Teaching Same

53% Men Believe Problems With Social Promotion
54% Women Believe Problems With Social Promotion

80% Married Have Health Insurance
95% Single Have Health Insurance

Table 6
EXAMPLES OF MOONLIGHTING JOBS--1996

Mowing
Tutoring
Law Practice
Distribution
Bookkeeper
Arts and Crafts
Antiques
Private Tennis Coach
Concrete Work
Landlord
Parrish Staff
Jeweler Sales
Instructional Facilitator
Registrar at Hospital
College Instructor
Cashier
Sales Clerk
Department Chair
Telecommication Worker
Clerk
Translator
Candy Maker
Barber
Aerobics Instructor
Computer Consultant
Technology Inservice
Basketball Referee
Bartender
Church Organist
Waitress
Rancher
Professional Clown
Child Care
Camp Director
Public Relations
Gate Keeper
Ballgame Monitor
Farmer
Install Sprinkler systems
Bus Duty
Dance Instructor
Coach
Weigh Watchers Consultant
Home Study for Adoption
Drivers Education
UIL Coach
Choir-Soloist
Tax Preparer

Figure 1
AVERAGE TEXAS TEACHER SALARY

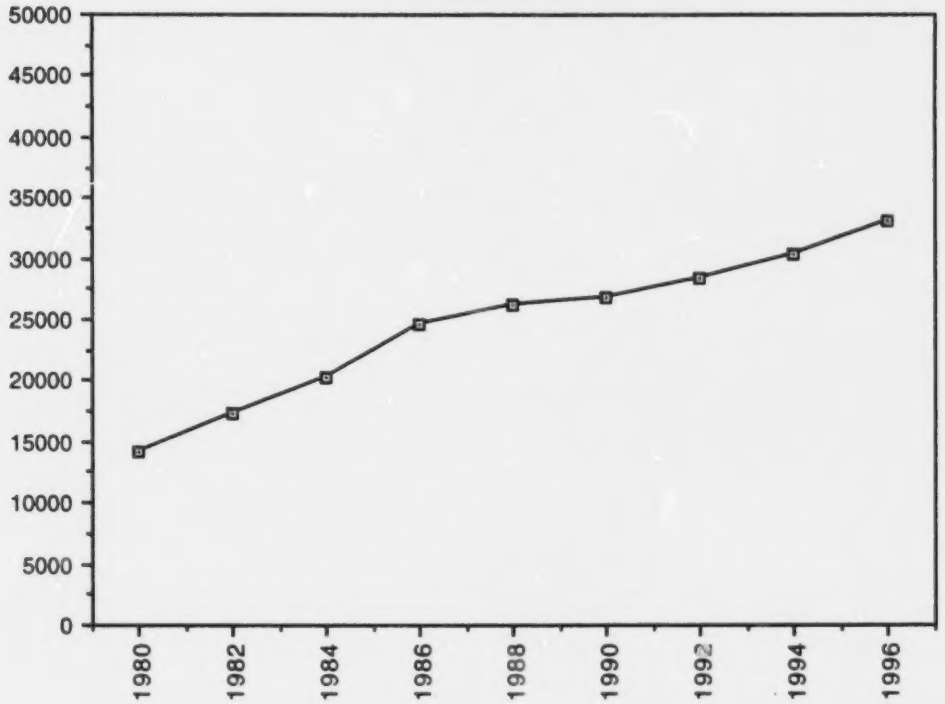


Figure 2
AVERAGE TEXAS TEACHER AGE

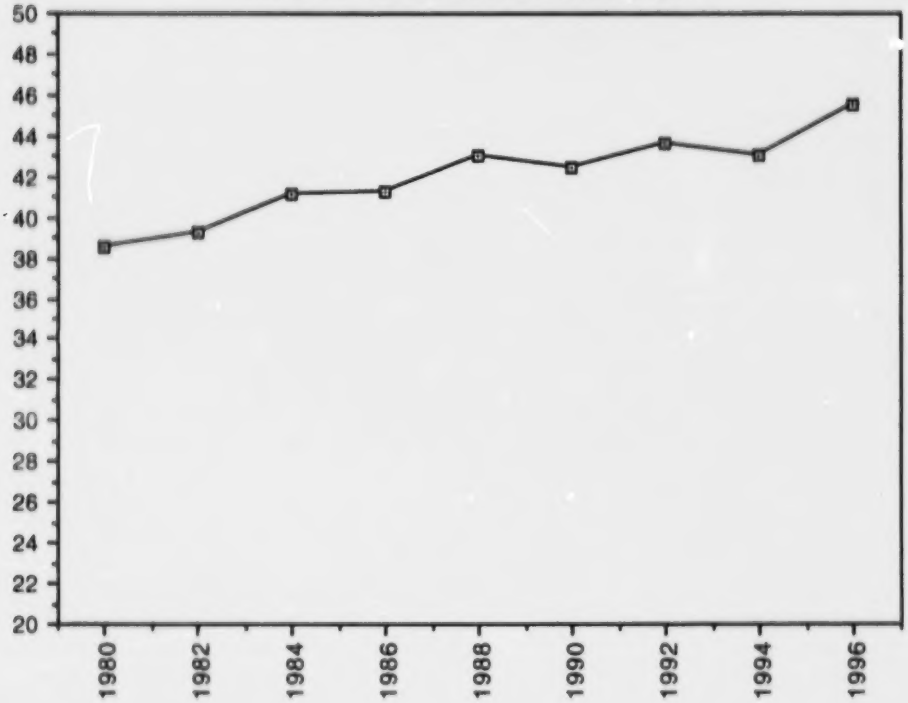


Figure 3
SELECTED PERCENTAGES FOR TEXAS TEACHERS

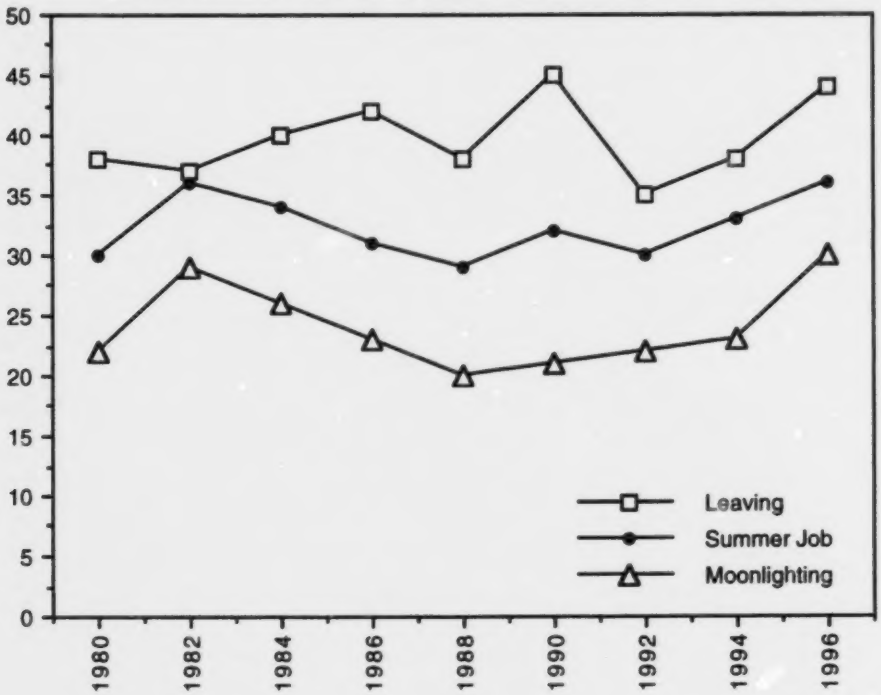
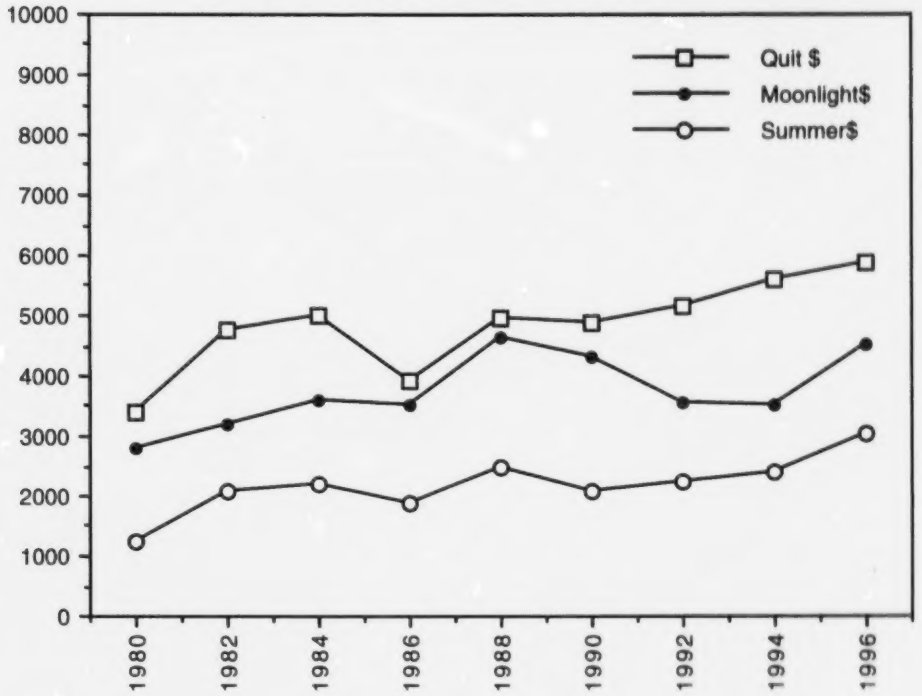


Figure 4
SELECTED SALARIES FOR TEXAS TEACHERS



Teacher Comments--1996

1. Reduce the paper work and number of assemblies.
2. Stop making the school day longer so that teachers have to "baby sit." Start school at 9:00 am (for children, lunch 12-1 pm). (Have counselors, PE, games, rest time during the hour) afternoon school 1-4 pm. Teachers could then have planning time in mornings 8-9 am either for grade meetings when we are fresh and not at end of day, when many have to go pick up their own children. Quality time is needed in school, not quantity.
3. Technically at a high school, we do not have "social promotions"--that is, if the student fails a class, they must repeat it. However, as teachers, we feel pressure from the administrators to find ways to pass more students. Last year, we were given printouts showing the percent of our students getting A's, B's. etc. Also--concerning morale--I'm not sure you asked the right questions, I have taught in Illinois and California and I found the attitude of administration shocking when I came to the Texas school. It is a bureaucratic jungle here with vindictive-minded administrators.
4. Some schools in my district (ECISD) have schedules where classroom teachers are given two breaks daily or almost everyday while students go to music, library, etc. At my school, kids only have P.E. or music and teachers have to sit in on library time, so we have only our 45 minimum planning.
5. There is never enough time to both prepare lessons and grade papers. An hour and a half conference per day is wonderful and it has helped; but I still take work home! I'm not sure I have the type teaching personality to leave it at school anyway! You might not view UIL coach (prose and poetry) as moonlighting; however I do. All of the time is after school or on Saturdays. I cannot work with any of the students during the school day.
6. Have a teacher workday 6X a year instead of 2X a year. We now have one at the beginning and end of the year. We need one workday every 6 weeks. You are too tired at the end of the day to do what is needed. Usually there are committee meetings and faculty meetings to attend.
7. I teach first grade-gifted (joke). I arrive at school between 6:30-7:00 and leave around 5:00. The main problem is our curriculum--our reading series does not come close to helping children learn to read. Our science program-Windows on Science-must be augmented. We love our math program-Saxon math-but I spend 15-30 minutes preparing bags of individual coins, cubes, food, etc. Plus it is an expensive program because we have to provide foods, etc. out of our of your own pocket. We now have been limited to the number of copies we can run monthly-each grade get the same-although first graders have trouble copying from the board. At a school board meeting the subject of salary raises came up and one teacher mentioned it was tempting to teach in a nearby district. Our superintendent--Dr. Lamar Hebert-said, "There's the door." What a morale builder!
8. Because of a reduction in staff and the need for lots of monitoring, I am required to do hall duty, cafeteria duty, and on a workday, attend meetings. Since there is no early dismissal day, meetings are held after school in addition to tutoring and detention! It seems that I am expected to use my own time during evenings and weekends to plan, grade papers, etc. Calling parents is expected!
9. I have considered leaving the teaching profession. One reason being is by the mere fact that the pay could be better. There is also a considerable amount of pressure placed on teachers in regards to the TAAS test--yet we are not given the necessary funds or resources which are greatly needed. Any ideas we have presented or push for go unheard. The only reason I stay is because I really like helping and working with young adults. After school hours are mainly spent in tutoring my students. I am also in charge or sponsor a school organization. Tutoring in the evenings does not affect my teaching. As a matter of fact, it enables me to present lessons in a different manner. A student who really needs the extra help will be given assistance. I do no charge any of my own school kids. The students who I tutor and charge a fee are usually from a different school district or related to a fellow colleague.
10. Need more preparation time for teachers without interruptions.
11. We need to be allowed to leave students in art and music without having to be there.
12. I think that more instructional aides would allow us to spend more time planning and implementing instruction. Now we spend too much of our time doing things that could be done by aides like some grading, making copies, bulletin boards, etc.

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13. My husband died shortly after retirement (due to depression). My son teaches and has to coach, working summer, and works on weekends, when he isn't coaching to make a living. These were and are wonderful, hard working men (my husband and son). They should earn like other professionals because teaching is the most important job in the country. I have a daughter preparing to be a teacher. It's very hard to recommend teaching to a young person. It is becoming one of the most dangerous jobs in America. (Violent children and parents, and non supporting administration) There are many things that need to be changed!
14. Administrators need to allow planning time to be used for planning and not for extra teacher inservices. Staff development (inservices) days need to be cut in half to allow more teacher workdays spent in the classroom. Teachers have a low morale because of low salaries, lack of respect from parents and because we are made to feel like second class citizens. Teachers educate the leaders of tomorrow and they should be given the respect and salary they deserve.
15. I am fortunate that I do not have to moonlight. The reason I do not is because my husband and I are DINKS (Double Income No Kids) and we live quite frugely. If I had to endure the stress of teaching and working a second job I would jump off a bridge wearing a cement necklace.
16. I teach four classes of senior English and one class of reading improvement. In my district there is never time allotted for what teachers really need--time in their rooms to plan, work on the computer, or grade papers. What is so wrong with grading papers on campus within the official time of compensation? Evaluating student work is part of the teaching process. What a concept it would be to be able to leave school and not bring home more work! What a concept it would be not to have a guilty conscience about not bringing home papers to grade! Do I think anything will change for the better in teaching in this state? No!
17. We spend a great deal of time taking care of paperwork and trying unproven educational methods.
18. In education at least in CISD, there is no incentive to work harder. The pay scale is quite humorous when looking at a bachelor's degree vs. a master's degree, etc. Teaching, I believe, is a talent. No one should ever teach for money or if he or she is looking for a career to "climb the ladder" to success. I personally love my job. Unfortunately, many teachers are "stuck" in a job they really don't care for! Teachers do not feel like we are in the "real world" as far as our job. We can't go to the bathroom at anytime, we don't have phones in our rooms (can't even find it in a private area to use), nor are we managed by well-trained people.
19. Students come unprepared for level of teaching-no background. I was expected to individualize 110 students, cover masses of material and prepare my top students for next level. Students also came with no self-discipline and give me a grade attitude. Administration did not expect to help in discipline education of students. Administrative attitude was all failures were teachers fault because the teacher could not perform miracles. Also they were forced to begin block scheduling. I would be expected to teach one year of algebra in 3 1/2 months. This is covering mathematics entirely too fast.
20. Too much time is spent on paperwork. Trying to teach a class with numerous special education children and regular education with the large numbers (25-30) is becoming very difficult. I spend 20-25 hours easily each week preparing lessons and grading papers after school. With three children of my own I'm in the process of looking for a job in which when I leave at the end of the day I am done. If my husband didn't have such an excellent job, I would not be able to teach.
21. I think the government offset is unfair. I don't teach under social security in my district so I can't get my husband's SS. I will never have enough teacher retirement to cover expenses.
22. I love my job but sometimes resent having to spend so much outside time in order to prepare the type of lessons that I feel my students need and deserve. Because so many of your parents are single or both work there is little volunteerism. It would help if there were more clerical assistants or assistants who could help with non-instructional work such as making material, displays, etc.
23. SBDM has not lived up to expectations here because of administrative resistance and I find that demoralizing.
24. Lack of funds and teachers doing cafeteria duty and principals asking to use instructional conference time for other things are problems.
25. The local school board has fought the curriculum for the past three years. Our middle school received

"recognized school" status on the TAAS and attendance due to the curriculum implemented about six years ago. No credit is given to the teachers, curriculum director, or curriculum. It is a constant battle to continue the present curriculum. This has reduced the value of the program and causes the past three years to be a constant struggle. So much for the local boards having control when they are uneducated and feel the education received 20 years ago is good enough for educating the children presently in school. Thank you for allowing me the opportunity to express my concern.

26. The current rate of inflation is 7% per year-we have not been given raises to keep up with this inflation--for the 22 years I have taught we have been behind and continue to fall even farther behind. I discouraged strongly my children from going into teaching because what we do is not valued by the nation. Three-four percent isn't enough to buy. Probably a lot more of a raise than we will see.

27. Some good students won't take precalculus or calculus because they are afraid they will fail and be ineligible for sports. They should be allowed to fail at least on course especially if it is a hard course.

28. I have four classes of approximately 25-30 students. We have one planning period for our team and one personal period. However, I teach English and that demands many more hours grading papers than most people do. It always seems to pile up because of preparation time needed, etc., and then many of us endure marathon grading sessions before progress reports and report cards. I spent the '80s out of the classroom, working as a teaching assistant and working on my doctorate (and raising my kids.). I'd planned to then teach at a university. Because of a job loss of my husbands's which was over four years in duration, I had to find the most secure job possible which meant public schools. As a "newcomer" to this state and district with a doctorate in hand, I've had a very "slow go" becoming part of the "in" group at my high schools which is encouraged to go into administration. Therefore, when an opportunity arose a year ago to do some consulting at Compaq, I took it because if I can get into this full time, I'll leave. We have a new principal this year who is very good but my first three years at this school were difficult because of a "good old boy" principal who liked young females (and old) who played up to him (and, I've been told, slept with him to get positions of dept. chair, etc.). I'm a person whose morals could never consider this, and I never gave him any "invitations." He was removed last year for asking a female teacher to pass a student and sleep with him. Many of us were also harassed for flunking too many students so all of this nonsense makes leaving look attractive though I like teaching and my colleagues.

29. Changes for more time to prepare and teach. Teachers should have an assistant in their room three hours daily. (1 hr. to provide reinforcement/tutoring and two hours to help with preparation). One day a week students should go home at 1:30 so teachers could team plan across the grade levels.

30. We have an extended day magnet. We are paid $15 for that extra hours. I would like to discontinue the magnet program, as far as student instruction, and use that extra hour for preparation. Test scores have proven the extra hour for students does not enhance their learning.

31. Planning requires time. School districts should be required to have all instructional calendars, scope and sequence, TAAS objectives, correlated and planned into the curriculum for each grade K-12. Teachers would then be free to add materials/ideas to enhance already prepared plans. School districts requiring profiling should provide standardized forms and dates for administering interim tests, etc. so that students moving from schools within district would have covered the same objectives. No school district should be allowed to evaluate teacher's largely on standardized test scores.

32. I am retired since I was 55 years old. My father was in publish school administration 45 years. He always had a summer job. Grocery stores, produce market, etc. My daughter is in her 28th year of teaching. She taught summer school until she became assistant principal two years ago. I taught 33 years total. I am very concerned about schools today:

1. Lack of parental supervision and school support, both from parents and administration leave teachers without respect.
2. Drugs are sold in the restroom by third graders.
3. My only grandson, now 23, was socially promoted because of athletic ability and could not get into a 4 year college on athletic scholarship because of school records. Even if my retired status does not let me be a part of your research, I welcome my input.

33. I have 45 minutes a day but need 10-20 more minutes each day for planning.

34. Low teacher morale and lack of support by administration-- teachers are not treated as professionals.

Teachers are questioned instead of supported on discipline. Teachers do not have input on what they teach. Pressure from administration about TAAS scores. Overloaded low level classes. Number of students with serious problems. More conference time or help with running off material. Teaching fewer new subjects each year. Smaller classes.

35. Since my husband earns an equal or better salary than myself, I do not have to moonlight. I don't know how single parents make it. We have two children and we need every dollar I make to ensure adequate clothing, shelter and education. We are fortunate because we both have good jobs. I would like to earn his benefits (car, excellent retirement and health care).

36. Stop this ridiculous "in-service" training and give us days to work before school starts, not hours. PAID days. One less class to teach per day.

37. Forty-five minutes prep time is not enough time to write lesson plans, prepare for the day's classes, not even meet with other comrades from the grade level; have parent conferences, etc. Two conference periods perhaps or maybe teach four days a week with the 5th day strictly for preparation.

38. Fewer distractions, less paper work, teacher aides for grade level, less time spent on discipline (more parental responsibility).

39. A conference hour truly free of meetings and paper work. No having to phone every student's parents when their average falls below 75. Written contact should suffice unless parent wishes to call or come for a conference.

40. One hour "free" time daily.

41. I am retired but let me give my opinions because I am very involved with my grandchildren's education. Return discipline to the teacher--they spend too much time having to bargain for order rather than teaching subject matter to students who don't have to be disciplined. My answers are a composite of my last years of teaching and my observations of the teachers that I see who are teaching my grandchildren now. I worked for five years as an outside appraiser in schools all over the state and my observations in that area also helped form my answers to my questions.

42. There should be some planning time in the morning and afternoons or add some extra time at lunch. By the time we get our children in the lunch line, we have 15--20 minutes to each. The children don't have much time either. They will not stagger our lunch periods and all 3rd grades line up at the same time (13 classes-260 students) in two lunch line. Some students stand the whole lunch period. My conference and PE periods are both in the mornings this year and the children and I are in the classroom from 11:30-3:15. I give them a 10-15 minute recess in mid-afternoon. Our school day ends at 3:30. Therefore, I have 15 minutes of preparations time in the afternoon. I usually stay until 4:30 or 5:00. Teachers at the Jasper ISD have all the bus duty in the afternoons. Our bus duty 4-5 weeks during the years is from 3:15 -3:45 (four on late days). On rainy or cold days, we all have bus duty--aides do not have duty. The time could be preparation time for the classroom. Our school consists of grades 3,4,5 with approximately 800 students. Our primary school has almost the same number of students.

43. I am 47; so I am not seriously considering leaving the profession. Options are limited. Why didn't you ask about inclusion? That is a major problem.

44. More time without students -- another planning period.

45. Too much paper work; conference time spend in duty time; too many discipline problems; not enough support from local administration (campus) and central administration. Duty free conference. Time for planning. I spend my conference time phoning parents on absences, tardies, grades, behavior (required by principal) when I am not on duty in the halls.

46. My school district is on a year round schedules so a summer job would not be feasible. I have worked several intersessions. However, if I were to work all the intersessions, I would be horribly burnt out.

47. School teachers are NOT respected by parents, children and district. District just expects and expects! Teachers should have some power for discipline of rude, disruptive students. That is why I retired last year.

48. Don't make meetings during planning period. Many days a week, I am in ARD's during my off period. This leaves me to work during my time.

49. Not enough time allotted to prepare for weekly and daily lessons. In my case, we have various meetings during the week that rob me of valuable time to prepare and look for materials. Stop having so

many meetings.
50. Just waiting for the day I can leave. Low rewarding profession, poor pay, too much pressure. Reasonable salaries are factors that can give a teacher rewarding life and enthusiasm in teaching. Nevertheless, poor pay and pressure from up there leads to sickness and depression. Pensions for retired teachers are poor too. Too many years of service for a miserable amount per month. Many teaches die just the same month they retire. Now, is this rewarding? Forty-five minutes to prepare, grade papers, parent conferences, and phone calling parents. Stop the pressure on teachers. Educate parents instead! Increase reasonable salaries and pensions to teachers! Teachers work too hard! I am only 37 and have a paralyzed intestine due to work pressure. I have to take medication plus Tylenol every other day for my constant headache.
51. I enjoy teaching adult students who interact with each other on a professional level. It is different from teaching noncaring, undisciplined high school students. I don't need more time--I want students who want to learn. We need to get the disruptions (principals and students) out of our classroom.
52. We need extra preparation time during the school day to prepare. I teach French and I spend all my classroom time teaching, speaking, and guiding my students. I do not sit at my desk ever during the hour. As a result , I must do all of my paperwork (planning, grading, assessing, computer, etc) after my 8 hour workday. Sometimes I teach summer school (make $20 hour or about $2500 per semester. Sometimes I take students to France and I earn $1200 for two weeks or $2400 for 4 weeks. I also have had private students during the summer, I earn $25 hour teaching privately. Sometimes I teach night school at a junior college which pays $1600 semester for a three hour twice a week, Sometimes I tutor. During the past five years I have had six private students for whom I was their only French teacher. This paid $30 hour. In the past five years I have also been a detention hall monitor in the afternoons and on Saturdays to earn extra money.
53. We work so hard at programs that help our children get"caught up" because we are schoolwide Chapter 1. There has to be grading and feed back everyday. We just don't have enough time for that. We could really use an extra planning period.
54. I could have had more time for preparation and grading during school hours if behavior of students had been better and if I had had support from the principal. The students at our school were so unruly that it took all our energy just to keep the lid on. Our discipline plans stopped when it went to the principal!
55. As to questions 19 and 21, I no longer work other jobs during the year. I used to but I'd be tired when the year started for school, which I feel was not fair to the students. So I tightened the belt and leave my summers free. Also, with the "required" meeting I'm lucky to have my conference time three out of five times a week. As of right now, we receive 45 minutes a conference period time. During the time, it is required that we check our mail boxes, etc. and turn in paper work from the office. By the time errands are done, I'm lucky to have 15-20 minutes in which to correct between 25-30 papers of each subject. Anymore, I just wait till after school while I'd like is a time to do just lesson plans--nothing else. I feel if I was allotted this time, I would be a more effective an efficient teacher.
56. I have a 45 minute conference period during their time I tutor students who have difficulty with homework. I also attend meetings with administrators. I believe that teachers need an extra paid hour before or after school when no tutoring or meetings take up planning time. I spend 2 and 3 hours daily after school usually after 9:30 pm planning and grading papers after school and weekend. This takes away from time I need to spend with my own children.
57. Although at present I have two planning periods, they are constantly in jeopardy of being removed. I already bring home work and work after school.
58. Scheduling in blocks of time to provide a larger block of time for planning and paperwork to be done all at one time rather than 10 minutes here, 5 minutes there, etc.
59. Allow us to use our conference period rather than having paperwork to fill out. At least one day a week I do not get my conference period due to schedule conflicts. Have a one hour conference period. Shorten teachers meetings-our average is 1 1/2 to two hours spent on nothing. In addition I spend at least two mornings before school each week in discipline committee meetings. I am also the 5th grade chair person which is just a fancy title meaning more paperwork.
60. As a primary teacher, I am constantly working with children. Therefore, many papers to be marked,

grades to put on computer, paperwork, etc, must be done after children are not with me. In addition to those demands, planning for reading, writing, (handwriting) spelling, language skills, math, science, social studies, and art require much time. I strongly believe that if the demands for teaching science and SS skills were reduced in the primary (k-2) grades, we would be more able to teach the basics in reading skills. Many of these skills would be covered in a content area, but the pressure of teaching specific skills would be eliminated. Therefore, allowing more planning time for basics.

61. There needs to always be enough supervision for children in the morning so children aren't in your classroom prior to school starting. Second, children's ARD's should never be held during our conference times. This is a very common occurrence in our school. Third, there should be a day a week where all for the same grade level teachers can plan and discuss together. (Very similar to require employees to stay after or come before working hours. They work in during the work day once a week.) Thanks for including me! I hope someone can make a difference. I choose not to do summer school because I have three children.

62. Too much time spent on paper work that I feel is not relevant to the education of my students. Science and Social Studies split in to two semesters rather than try and squeeze in both when so many kids need the extra time to spend on math and basic reading skills. I realize that both subjects can improve reading skills when the basics are there but for students with problems Social Studies is not helping with their motivation.

63. I need to be more organized and be less satisfied with what I prepare to have more time. I make it hard on myself more the the school does. To be paid for another planning hour would be wonderful!

64. I teach in a specialized area (ESL) in which individualized instruction would be optimal; a 45 minute work period each day does not give me adequate time to individualize.

65. Changes in the instructional day could include:
-extending the school day and offering "electives" to students (art, music, photography, etc), the piggybacking these electives to give classroom teachers a reasonable block of time to plan.
-in my "perfect school" all teachers would teach half time, sharing a group of student between a pair of teachers. The other half of the teachers's day would include collaborative planning, research, observations in classrooms, graduate studied, etc. The cost of funding this would be considerable, but I believe the resulting impact on education would be equally considerate.

66. Minimum of 20 minutes per day of physical education classes for every grade level. Fewer meetings after school so that time may be used to prepare and conference with parents. Cafeteria supervisors to allow teachers that time to prepare for classes. The biggest problem is to have more time as a team to plan integrated curriculum lessons. Individual planning I can do on my own, but I need time with my colleagues to plan integrated units. Our district is attempting to address this by having extra inservice days devoted to department and team planning and hopefully, this will help. (We have two days next week-Feb 22 and 23). However, it would have been better to have one day every other month or so (take 1/2 day for department and 1/2 day for team planning).

67. Planning period of those who need to plan together schedules at the same time. Priority given to planning and preparation rather than meeting and earlier talk about TABS, etc. Reference Question 17. This is hard for me to determine; it might be better. I know it is not worse. Our school is a Professional Development Center now with many interns. It was a regular elementary five years ago.

68. Each teacher should have one preparation period and one conference period. My one preparation/conference period is not adequate to thoroughly prepare for my classes. If I have a parent conference or a conference with my supervisor, my classes suffer even more.

69. The biggest drain on my conference time is (1) waiting in line for a copy machine which then breaks and causes delays, (2) answering parent telephone calls, (3) walking from one place to another to talk with a principal, registrar, etc. because I've no phone on which to call the person, (4) filling out forms generated by someone in administration who's trying to justify a job. Am I bitter? Yes, I've never been treated like mismanagement and site-based decision making has merely replaced one closed system with another. Because parents now have so much say and teachers are not viewed as educational experts, we teach to the lowest common denominator-and I'm in a Blue Ribbon School! What must it be like in less "progressive" places!!

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70. I feel that while special programs are a wonderful addition if there are too many of them they take away form your core curriculum time.
71. The administration must recognize the time which creativity requires and allocate time and money to nurture and cultivate good instructional practice. As educators we improve in spite of administration not because of it.
72. Dismiss at 2:00 and require them to stay on campus till 3:30. This allows for grade level and cross-grade level planning.
73. Preparation time often taken up with ARD's or meetings. Also there is too much in the first grade curriculum.
74 I only have 45 minutes during the day to prepare for my lessons. If I had an extra 30 minutes each day I would be better prepared. Also, if I didn't have to do ITBS practice booklets and daily oral language, math, etc, I could integrate that into my lessons and actually teach.
75. I teach Texas history and coach all year round. There is really no extra time in the day.
76. Principal problem: Administrators fail to address real problems. Many aren't interested in the children, only in making themselves look good.
77. Too many meetings being held during our planning on conference times to prepare.
-changes in new curriculum--teachers are not given a say--not enough training once new material are given to us!
-teachers are not treated with respect; as knowledgeable people that know what might work better in a classroom!
-parents feel the schools should do their job of raising children-parents take less responsibilities, but blame everyone else but themselves
-children are hard to motivate because of their home environment.
78. Teach fewer period, have smaller class load, lack of parental support, being expected to assume more parental duties, parents that don't care or don't feel their child is the most important part of their life. Deteriorating family values, media and politicians that want to call attentions to problems instead of supporting efforts public schools are making. (They could volunteer to help to set an example for society.) It takes a whole community to educate a child is very true.
79. The teaching profession is kissing up, paper tracer, secretary, etc. The teaching profession has become such a bureaucracy. Teaching has so many mandates and just too much stress: TAAS! We are teaching TAAS strategies rather then focusing on survival skills!!
80. There is not sufficient time to prepare and teach. We get 45 minutes conference which is occupied with parent conferences, parent phone call, lesson plans, grade level meetings, and grading. It would be nice to have one workday before the six weeks begins and one after the six week period ends. One day would be used for goal setting for the six weeks and the other day to work on report card at the close of the grading period. I was overjoyed I received this survey. It came at the right moment. It helped to relieve some tensions and get some load off my shoulders. I hope something becomes of this! Teachers deserves a lot more!!!
81. I am a Content Mastery teacher. Many days I use the time that should be my conference period for children that need extra help. Since I am the only Content Mastery or resource teacher on our campus, I don't feel that I can turn children away who come into my class during my conference period. It seems that with the concept of inclusion that the district is reducing the special services instead of just moving them into the regular classroom.
82. When I began to teach, women usually had husbands who supported them and our money was for luxury items. We had the choice of a waitress, nurse, secretary, beauty operator, or teacher. I chose teacher. While I am glad the beginning teacher salaries have increased, we on the upper level have been neglected. If I were a graduate today, I would not choose to teach. Many beginning jobs pay more than what our salary is when we retire. We worked hard and gained a position on the career ladder. Then what happens? It was taken away. I like teaching. I love my students. I am a vocational teachers who puts in much extra time going to FHA-HERO meetings and conferences. Teacher conferences are also attended by me. All of this goes along with my job and I knew this before I accepted the position.
83. I am taking a course at night in law enforcement telecommunication so that I can work as a

police/sheriff department dispatcher. Then I can leave teaching and do antiques (and still have a steady salary). The dispatcher's salary plus the antiques business will provide enough money I need to get out of the teaching before it kills me. No Kidding.

84. I am leaving because I have no support from parents, I'm "unserviced" by incompetents who have never been in a classroom and I'm ignored (by administrators) because I'm not in to game-playing to get to the top.

85. I spend as much time as I can on antiques because it saves our sanity!!

86. The safety of our children are more important than working on lesson plans, etc. We must look after our preschoolers until 2:30 each day. I feel the teacher on bus duty have too many children each day, I usually spend at least 15 to 30 minutes of my planning time on that.

87. We need fewer interruptions during the school day. There are too many committees, meetings, and duties.

88. The elementary schools could have a 35 minute study hall period where students go to do homework, study, etc. The study hall could be manned by vice principal, curriculum specialist, counselor, parents and or assistants. This would allow a teacher an extra 35 minute period. It should run back to back with teachers' existing conference period, this giving a larger block of uninterrupted planning. Another possibility instead of study hall is offering electives to students; art, music, band, team sports, computers, etc. Last, but not least, have students go home 30 minutes early every other day.

89. Lack of support form parents/administrators , lack of respect from public, the push to do my job without adequate compensation, supplies and the philosophy that teachers will work and work hard and not complain or nite or become advocates for public education and their professional rights.

90. Too much paper work! Too much of my 45 minutes is spent on doing what the office staff could do. Most of the record keeping is repetitions; rather than looking up data, it is easier for the administrative staff to have teachers fill out yet another piece of paper.

91. The Brownfield School System has adopted a no-fail policy. Every child is promoted unless absences are extreme. (one month summer school recommended)

Past problems during retention years:

Children retained were primarily problem behaviors. When retained-they become threats to to the "younger children, gang leaders, and full-blown problems."

Current problems of no-fail policy:

Our dominate population is Mexican American children in poor environmental conditions. The children and parents both know there is no penalty for poor school progress. This results in poor homework return, careless attitudes some of the time and poor parent backup. We see a parent at mandatory report card pickup conferences--end of 1st and 5th six weeks. If we ask for parents help-the common response is; "I can't do anything with them at home either!" On top of our wish list for 1996-97 (2nd and 3rd grade teachers) another new discipline gimmick that might even work! Our 2nd and 3rd graders see "no consequences for their actions." We have block scheduling, but instead of giving us 90 minutes to work on preparing for classes, we have duty for half of the time. Not enough teachers preparation days before school starts.

92. Too much paperwork-testing, etc. were a factor in my quitting. I taught elementary music and the way (and what) I was required to teach was killing the music program. You can not teach creativity. I could go on and on, but won't. My husband was also a teacher, if we'd had several children--yes, he would have had to drive a school bus and worked all summer. We had over 30 hours above masters degrees and janitors for oil companies made more money than we did.

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